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THE CENTRAL UTAH PROJECT ON INDIVIDUALIZATION OF INSTRUCTION

Provo City School District, Utah

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This report describes and evaluates in narrative form methods of individualizing instruction utilizing published and/or devised programmed materials. The Needs Inventory Program, Learning Disabilities Workshop, Family Education Program, and specific grade-level programs are described. A teacher survey showed a favorable response to these programs. Complete evaluative data on each area of the project is appended. (NS)

FISCAL 1968 REPORT AND EVALUATION OF

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE CENTRAL UTAH PROJECT
ON INDIVIDUALIZATION OF INSTRUCTION

Vern Brimley
Project Director

April 1968

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ED021301

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PREFACE

This report and evaluation is the written summary of many hours of planning, organizing and expediting programs designed to meet the needs of children. The worthwhile and stimulating experiences resulting have been rewarding.

Thanks is given to the teachers of the three districts for their devotion to children. A special thanks is tendered to the primary grade teachers in the Provo School District and to Edith Stimpson, Primary Supervisor, for the unselfish dedication to the development of practical ways of diagnosing and analyzing needs of children. Also, thanks is given to the "team" of specialists in each school who have programmed for these needs.

Recognition and thanks is rendered to Gary Schwendiman, Research Assistant on the project, who has gathered and sifted through data and made it meaningful. Finally, appreciation is given to Martha J. Dredge for the hours spent typing the report and keeping the office functioning throughout the project.

V.B.

The Central Utah Project on Individualization of Instruction has been in operation for about one year and three months. During this time, considerable progress has been made in meeting the individual needs of children within the scope of the program objectives.

Narrative Report

I. Major Objectives of the Project

- A. The major objective of the current project is to study methods of individualizing instruction utilizing published and/or devised programmed materials and to develop organized patterns of behavior for children.

The uniqueness of every child has been held as the major premise while developing experimental and procedural techniques to meet the following objectives:

1. To identify, diagnose, and analyze behavioral patterns of children at an early age to determine individual program needs.
2. To analyze subject material by using a conceptual method of analysis and to construct programs to individualize instruction more fully.
3. To implement programs that previous research has indicated are worthwhile and determine the value of the materials in relation to district needs.
4. To evaluate advantages derived from various methods of individualized instruction.

II. Projects

A. Needs Inventory Program

The basic purpose of this phase of the Title III Project is to identify, diagnose and analyze behavioral patterns of children at an early age and to program to meet the needs indicated by these patterns.

Last year (1966-67) the program involved only the kindergarten children. This year (1967-68) these children have been followed into a similar program of diagnosis and programming in the first grade and inventories have been started for this year's kindergarten children.

The basic operation of assessing the needs of all kindergarten and first grade children has been to provide each kindergarten and first grade teacher in the district with a substitute teacher early in the year in order to relieve the teacher of teaching responsibilities while she observed her children. Through the cooperative planning of the teacher and the substitute the classroom situation was kept as near usual as possible. As the teacher observed her children, she wrote individual inventories describing the needs of each child as she perceived them. (Sample attached, page 40.)

Inventories were analyzed by the teacher and primary supervisor. Children needing help from special service personnel were referred to a team of specialists consisting of the teacher, principal, school psychologist, social worker, nurse, speech and hearing therapist, primary supervisor, and the resource teacher when available. As this team discussed the

inventories, referral of the child was made to the specialist or specialists most able to help him. In the case of first grade children, consideration was given by the team to recommendations for programming and follow up made at the close of their kindergarten year.

During the spring of 1967, 75 kindergarten children were referred to specialists for individual attention. Of these 75 there were 28 whose needs were apparently met as evidenced by the fact that they were not referred again during the first grade.

Because of an increased awareness of the individual needs and commitment to help fulfill these needs, kindergarten and first grade teachers have referred an additional 415 cases to specialists so far during the 1967-68 school year. (See complete statistics, page 48) The kindergarten and first grade children have been helped by the classroom teacher and the special education personnel both in the classroom and out. In many instances parents have also received counseling.

During May of this year the kindergarten and first grade teachers will again utilize the services of a substitute teacher while they evaluate the original inventories and record any changes they have observed in the children who have received individual programs designed to their needs during the school year.

Special service personnel will write a brief summary of their work with each kindergarten and first grade referral along with recommendations for follow-up programs indicated

for next year. Summaries will be attached to the need inventory sheets and used next fall to indicate an appropriate program for each child as he enters his new classroom. All inventories are kept in the Title III Office so that follow through may be carefully checked.

B. Learning Disabilities Workshop

The use of the Needs Inventory with kindergarten and first grade children soon demanded more thorough diagnosis for those children who were referred to the team of specialists. Diagnosis indicated the need for special programming for these children. Specialists found they needed help in providing suggestions for programming at this earlier age than they had been working with before. To provide insights and specific helps that could be relayed to teachers of these children, a learning disabilities workshop was set up. University consultants presented lectures, films, demonstrations, materials, games, and kits to give understanding and help in programming for the child with learning disabilities.

All district special education personnel were asked to attend. In addition, teachers and administrators were invited to be present. Approximately 40 special education personnel, 15 teachers and five administrators were present consistently. (A complete summary of the workshop is included in the appendix, page 49.)

C. Family Education Program

When meeting individual needs of children and programming behavioral patterns for them, others in their environs should

be considered. Parents generally influence the child's behavior to a greater degree than any other force. In many cases educating the parent is more productive in changing a child's behavior than that change resulting from programming for the child. To meet this dilemma a Family Education Center was established where child growth and development concepts were taught to parents and planned parent behavior was stressed.

The Center afforded parents the opportunity to participate in the educational process while their children were being supervised in a play area. Volunteer families were asked to participate before the rest of the audience as a "family in focus" for the week. After a brief presentation concerned with principles of child growth and development the parents in focus were invited to sit in front of the audience with two counselor consultants and to discuss their family. The audience was able to ask questions and make suggestions. Even those that did not verbalize contributed simply by being present. It was interesting to watch the crowd reaction as various salient points were raised concerning family conflicts. After the parents were interviewed, they were asked to leave the room and the children of the family in focus were brought in from the play room and questioned in front of the audience. When the children completed their session they returned to the playroom and the parents were brought back. The behavior of the family members was diagnosed by the audience, counselors, and family and behavioral changes suggested. As problems were generally multi-dimensional, the parents were invited

to attempt to conquer only one or two problem areas during the week. As a follow-up the family in focus was asked to report periodically on progress made.

When it is felt by the team working on behavior patterns for children that certain parents would benefit from the Family Education Center, they are encouraged to attend.

The program has been praised by participants. The average weekly attendance has been fairly constant averaging 85 adult participants.

D. Special Teacher Aides

When the inventories or a pressing classroom situation indicated a number of children in a given class had similar needs, a special teacher aide was placed to assist the teacher or teachers in carrying through the needed program. Description of projects where special teacher aides were utilized follows:

1. Maeser School Project

The Learning Disabilities Workshop brought to the attention of the first grade teachers at Maeser School that success in motor coordination and visual perception is a prerequisite for achievement in a normal classroom. They felt that several of these under achievers could profit from a program designed to develop them in these areas.

Upon recommendation of the teachers, the students were given Winterhaven and Frostig tests. All scored low in most areas and records were made as to the area

in which each child needed most attention. Those who scored low enough to warrant special attention were then grouped in four groups of four and worked with in half hour sessions four days a week.

Although this program has been in process for only a month, it is felt that positive results have been obtained since children involved show they are gaining confidence in themselves, enjoying school more and striving to be better students. In addition they are developing a longer attention span, getting along with fellow students better, and are more willing to participate in class.

2. Provost Second Grade Project

An aide was placed at the Provost School to provide an enriched and individualized program for both accelerated and regular students in three classes.

Fourteen accelerated students in the second grade were removed from two regular classrooms and given special individualized instruction in a separate classroom. It was hoped that more homogeneous groupings would result in increased performance for both the accelerated group and the children in the "regular" classroom. An intern teacher was hired to teach the accelerated group, and results indicate that both the regular and accelerated classes benefited as measured by emotional, attitudinal and scholastic tests of progress. (See summary of results on page 52.)

3. Wasatch Third Grade Project

The Wasatch special teacher aide was hired to more nearly meet the needs of third grade children by providing them with close personal guidance and instruction.

Most children of the third grade were mentally mature but many were under achieving scholastically. There was evidence that there were a number who were socially and emotionally insecure. It was felt by the teachers who were directly responsible for the progress of these children that there would have to be provision made for more individual progress, time for individual consultation and guidance, and a separation of some children from some others who seemed to cause unnecessary friction and unpleasantness in the classroom.

This objective was implemented by removing 17 children from two classrooms in order to give them individualized attention.

The results have been most noticeable in the over all attitudes of the children. Those who were unwilling to let others finish a statement without interrupting now enter a discussion with greater courtesy. Seatwork is more completely finished, and as a rule it is more neatly done. Creative expression has found a worthwhile outlet in writing, in research for reports, in drawing, composing of poetry, and doing science experiments. The children who exhibited uncontrolled temper outbursts are more restrained. Children do neater seatwork and it is

completed more often and done with greater efficiency than at the beginning of the project.

E. Identification and Diagnosis

A major objective specified in the proposal is to identify, diagnose, and analyze behavioral patterns of children at an early age to determine individual program needs. The following section describes the programs in operation designed to meet this objective.

1. Parental Conferences on Readiness

The overall purpose of this program was to identify and evaluate needs of individual children in determining their readiness for kindergarten. Specifically the purposes were to discover early the maturation stage of the child; to identify each child's strengths and weaknesses; to establish rapport between teacher and child; and to plan a program for each child who seemed to be too immature for kindergarten. A devised checklist designed to evaluate each child in relation to the objectives of the project was administered to 60 parents and their children from the Maeser School area. The results of the checklist were discussed with the parents and an evaluation made as to the readiness of their child for kindergarten.

The results were compiled in detailed form and used by the teacher in helping individual children. The checklist was found to be a valuable tool in identifying the strengths and weaknesses of each child and the results helped the teacher to establish rapport with parent and

child; to identify children who were immature and to know the special problems and weaknesses of each child enabling the teacher to begin immediately a program to meet individual needs.

The checklist revealed that some children were too immature for the regular kindergarten program and that their success in kindergarten was questionable or doubtful.

Previously, students who fell in these categories were either retained or requested to remain at home another year. This year through the auspices of Title III a special class was established to assist these children at school in an experiential atmosphere.

The special program has proven to be an excellent solution to the problem of providing a curriculum for children who are chronologically ready for school but who are too immature to participate in a regular kindergarten situation. Complete details, recommendations, and objectives for this aspect of early identification of needs is included in the appendix. (See page 58.)

In a similar survey the first grade teachers at the Timpanogos School held pre-school parental conferences. In an attempt to measure the effectiveness of the conference, a more rigid experimental design was used.

Two groups were set up, one in which the parents of children attended an individual interview with the teacher to discuss their child and the school program for the

coming year and one for which no such interviews were held.

The results indicate that the pre-school parental conference was very effective in helping children to make satisfactory emotional, physical and scholastic adjustment in the first grade. (A complete summary is included in the appendix, page 76.)

2. Evaluating and Programming for Readiness Needs in Kindergarten

This program is designed to evaluate readiness in kindergarten and to plan programs of instruction to help remediate weaknesses indicated through the use of a test battery.

At the beginning of the program kindergarten teachers met in a workshop to outline the objectives for the district curriculum at this level. The next step was to study the objectives and available tests to see which instruments would best suit the needs. Through a survey of existing measuring devices the following instruments or parts of instruments were selected: The Metropolitan Readiness Test, Phonemes Test--Part I and Phonemes Test --Part II of the Murphy-Durrell Reading Readiness Analysis, sections 1, 2, 5, and 7 of the Purdue Perceptual-Motor Survey, and the Lorge-Thorndike Intelligence Test, Level 1, Form A, Primary Battery.

This assorted battery was administered to 450 kindergarten children in the district to assess the effective-

ness of the instrument and to determine readiness in these skill areas: (a) verbal concepts, (b) listening comprehension, (c) visual perception skills, (d) recognition of the alphabet, (e) understanding mathematical concepts, (f) fine motor control, (g) gross motor coordination, (h) auditory discrimination.

As a further validation a small sample received additional training in the areas of the categories stated and will be retested to note any significant growth. During the summer months the test instrument will be refined and prepared for administration next year. The second phase of the project will be the development of programs that can be used to help the child build a competency in the listed skills. So that the child will not be overwhelmed, concentration will be on only one readiness skill at a time.

A longitudinal approach will be taken and follow-up testing and programming will be organized for a selected number of first graders who were in the program in this years kindergarten.

Various games, techniques, and methods will be pursued to select the best means of outlining a program that will lead to the mastery of the skills.

During the next phase a pre-test, program instruction, post-test procedure will be utilized with the emphasis on program development. The third phase is to be instigated during the third year when the program will be

completed and assimilated into the district program. To continually perfect the program, a follow up, an instrument re-evaluation, and an enlarging phase procedure will be employed.

F. Programmed Materials--Development and Evaluation

1. Multi-district materials program

One of the purposes of the total Title III project is to implement programs that previous research has indicated are worthwhile and determine the value of the materials in relation to district needs. The purpose of this portion of the Title III evaluation is to report on four experimental projects which were organized in order to measure the effectiveness of programmed materials and their usefullness in meeting individual needs.

Procedure

The project included groups (experimental) which studied programmed materials and groups (control) which studied toward the same objectives using traditional classroom procedures.

The nineteen teachers of the experimental and control groups met from January 30 through February 1 of 1967 in an orientation workshop during which types of programmed materials available, information on research, and program objectives were discussed. After the general orientation session, the teachers separated into grade level sections where they studied the particular programmed materials suggested for use in their respective portions of the

program. The fourth grade experimental groups used the "Learnings in Science" programmed materials developed by Parker and Stotler (1963). These materials dealt expressly with Earth's Atmosphere, Weather and Climate, Biogeography and the Solar System. The sixth grade classes dealt with the mathematics portion of their curriculum and the experimental groups used "A Programmed Unit in Modern Mathematics" as developed by Hauck, More and Smith (1966). Specifically the areas covered in the mathematics program were fractions, decimals and percentages. The junior high school classes involved in the program studied English, and the experimental groups used the programmed materials presented by Hook and Evans (1965) in their "Individualized English" series. The senior high school classes were involved in a reading program and the experimental groups used the "Steps to Better Reading" programmed materials developed by Schramm, Spache, and Potell (1964).

The teachers of the experimental and control groups on each grade level then determined the objectives of their particular courses of study. Whenever the selected published materials included evaluative tests which were considered by the teachers as fulfilling the needs outlined by the objectives, such tests were selected as the evaluative instruments for the study. When tests accompanying the published materials were deemed inadequate, they were modified to better suit their designated purposes. Where there were no tests available with the

materials, objectives were defined and tests devised by the workshop participants.

The time schedules were determined for each grade level project and a "regular" classroom procedure was established for the control groups that assured an equality in time spent by the control groups and experimental groups for each of the academic areas involved in the study.

The tests thus developed were administered to the control and experimental groups at the beginning of each respective program prior to any presentation of the course content. The teachers of the experimental groups followed the prescribed instructions included in the various programmed materials, while the teachers of the control groups taught toward the same specific objectives using "regular" classroom methods and procedures. Each teacher had the opportunity to teach under both methods during the study. When the subject matter had been presented, the tests of objectives were administered again.

Analysis

An analysis was made on each of the grade levels comparing instruction using programmed materials and the traditional teaching approach. The participating schools within each of the districts were chosen at random, and both the experimental and control groups were selected from the same school where feasible. To insure that the classroom groups were equated according to academic ability,

I.Q. scores were obtained by means of the multi-level Lorge-Thorndike Intelligence Test and these scores were used as a covariate in a multiple analysis of covariance. The scores obtained from the pre-testing program served as a second covariate. Multiple analysis of covariance insured that the variation due to original amount of information as measured by the pre-test and mental ability as measured by the I.Q. test was accounted for in comparing groups on post-test scores. The I.Q. tests and the pre-tests were used in this way to aid in equating basic academic ability and allow a bias-free evaluation of the effectiveness of the different instructional methods.

Results and Discussion

The results of this project show significant differences between experimental and control groups on Solar System, Weather and Climate and Decimals I. In these three areas the control groups did slightly better than the experimental groups, although there was considerable within group variation. These differences, although significantly different as measured by multiple analysis of covariance, are not very large and should be considered accordingly.

There were no significant differences between experimental and control groups on any of the other tests. This lends partial support for the use of these programmed materials in the classroom as a means of achieving the behavioral objectives defined by the tests.

Some additional conclusions about this project are as follows:

- a. Much research concerning programmed materials has been completed and indicates a positive approach to teaching most concepts.
- b. Few programs which are written cover a year long program within subject areas.
- c. Whole class utilization is not the recommended procedure when using programmed material.
- d. Programmed materials are quite costly for the concepts covered.
- e. A more realistic approach for the use of programmed materials is that of being aware of what materials are available and how they might meet the needs of individual children.
- f. The approach utilized in the Cental Utah Project has been time consuming and expensive with little new data ensuing.

(A statistical analysis is included in the appendix, page 80.)

2. Utah History

As noted in the original proposal, little organized material is available on Utah History, and publishers are not interested in publishing texts in this subject area because of the small population in the state. Therefore, it was anticipated that a section of Utah History would be developed and outlined in a sequential pattern--or in

a programmed format. However, with the knowledge gained from surveying the literature and from the results procured from the study conducted in the district, a new approach was sought. It was felt that a programmed kit would be the most effective way to organize the material.

A former teacher was hired to begin the compilation of the kits, which will include an extensive bibliography of books, pamphlets, and newspaper articles. Also included will be pictures, maps, stories, charts, poems, music, video and audio taped interviews, films, filmstrips, and other memorabilia of Utah History.

As the complete aspect of the subject is so broad, the study will have to be limited to Provo City and Utah County History. When completed it is hoped that the program will serve as an exemplary kit and that it will serve as a motivating force for other districts to develop a similar program of their geographic areas so that an eventual exchange of information will ensue.

In Provo each instructional media center will duplicate the original kit now being developed to be used by both teachers and children. Teachers are excited about the prospects of using the programmed kit and have willingly shared their materials to add to the resource bank.

3. Library Work Study Skills

Presently, a consultant from Brigham Young University is assisting the teachers and IMC Specialists in the development of this program. The plan is to be in effect

for the duration of the Title III project and is divided into three sections. This year an evaluation is being made to determine what library skills are being taught and at what grade level. From this point over-all objectives will be the development of programmed materials to help students toward a self-adjustment in library work study skills.

4. Echo Tapes

As previously noted, research in the district has shown that there are seemingly better ways to program when meeting individual needs than simply to write information in a sequential frame arrangement. Therefore, other methods are being explored and interesting information is the result. Because of a need arising in a fifth grade situation, a special individualized reading approach was designed using echo tapes. The purpose was to help students increase in reading speed, fluency, and comprehension. (A complete summary of this program is found in the appendix, page 84.)

Because of the success of the procedure this year, a broader area will be explored next. A similar technique will be utilized in the sixth grade social studies program. A complete individualized study plan will be developed using the sixth grade social studies book as content material. Not only will students be able to listen to tapes of the reading material, but lesson plans and activities will be available as well. Such a procedure is

innovative and will be adaptable to any individual no matter what his ability.

G. Tintic School District Participation

The following excerpts of a letter from Dale L. Nelson, Superintendent of Tintic School District, summarize Tintic School District's participation in the Central Utah Project on Individualization of Instruction and report the district's efforts as a result of its participation.

In December, 1966 five of our faculty members attended the Project Workshop held at the Wasatch School, Provo. Ideas of individualization of instruction for the district were spawned. We appointed a curriculum study committee in January, and it met regularly each week to discuss the current and past curriculum and teaching methods. Also in January approval was received from Project Director Brimley to hire a para-professional assistant to teach in Tintic High School, the purpose of which was to release faculty members to study more intently direction for curriculum change. The following assignment resulted: Mr. Nick Sarkady, high school principal, studied individualization of mathematics, and he proceeded with an experimental class in methods and content. In English, Mr. Dale L. Nelson experimented in individualizing the teaching of seniors. Mr. Fred Openshaw, librarian and teacher, was released to serve as "curriculum director" for an hour each day. The counselor, Mr. Fred Holladay, set up a counseling office, an area until this time which did not exist.

In March, April, and May, every staff member in Tintic School District visited a "model" program in the state. The following schools were visited: East Elementary, Tooele; Piute High School; Bryce Valley; Fredonia; Roy High School; Kanosh, Fillmore, and Hinckley elementary schools; and B.Y.U. Laboratory Schools. In addition, the curriculum committee visited B.Y.U. Laboratory schools. Travel funds were provided by the Western States Small School Project.

The initiation of the programs was made possible when Mr. Gordon Sheen relieved our regular staff of their teaching assignments for three hours daily. It was his salary, paid by the Project, that provided the financial incentive for the great changes expected in our district.

On March 16 Dr. Delva Daines and her class in supervision of reading at B.Y.U. visited the district for an evaluation of reading programs. The curriculum committee participated in group summary.

During study of changes in our curriculum, the Tintic Board of Education, in regular and special board meetings held on February 16 and 23, 1967, approved curriculum change and the recommendations of the curriculum committee toward individualization of instruction in non-graded programs of English and mathematics throughout all grades, and reading and spelling on the elementary and junior high levels.

Meanwhile, arrangements were made for continuation of financial assistance through the offices of Mr. Russell Merrill, Director of the Western States Small School Project for Utah. He consented to arrange for consultants during a summer workshop from July 17 through 21.

This workshop was held through last Friday. All of our faculty members attended except for three. Significant is the fact that the Board of Education consented to imburse participants in the workshop. The result is that programs for the beginning of school are now written by teachers of high school English and mathematics and by elementary teachers from Grades 1 through 6.

With the support that came from the Central Utah Project on Individualization of Instruction, we are committed to individualization of instruction and a non-graded curriculum, specifically, in English and mathematics.

The purposes outlined in the use of finances were attained, even reaching beyond our expectations. Mr. Sheen's performance in the classroom was high, and he was able to carry on teaching responsibilities at a professionally respectable manner.

H. Evaluation of the Effectiveness of Projects

The first year and one half has been a successful period in the project. Each area has been analyzed according to the objectives. The evaluation for each section has been discussed in the narrative and reference made to the complete data in the appendix.

In addition to the information listed, empirical data was gathered in a teacher survey administered to determine the effectiveness of the project in helping them meet needs of children. Here is a summary of results:

1. Discipline, climate and tone in the classroom improved considerably due to an improved teacher-student ratio and the fact that children with special problems were removed from the classroom. With increased individual attention, children showed more enthusiasm in class, but there was some disruption because children were continuously leaving and entering the classroom.
2. Children with special problems were identified and helped considerably. The usually withdrawn child stood out more because the group was smaller and because children with special needs were removed.
3. Greater individualization of instruction was possible and the needs of children were met more effectively. All children had greater opportunity to participate in class.
4. Teachers felt a greater sense of accomplishment because they were able to spend more time in individual instruction with each child and problem children in their classrooms were helped by specialists.
5. The teacher-aides felt that participation in the project was excellent training for future teaching.
6. The children had a greater feeling of achievement and overall better attitude as a result of the program.
7. The more advanced students were challenged more and the problem children had their needs diagnosed and remedied to a great extent.

8. On an overall basis, the project was a great help to student and teacher alike. Since this was the first year of operation, there was some confusion at first about how the objectives of the project would be reached, but these objectives and their implementation became clear as the project progressed.

III. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

The enthusiasm of the teachers working in the project is undoubtedly the most noticeable area where results have exceeded expectations. This has been demonstrated by the comments from teachers such as "I'm seeing my children and learning about them like I've never been able to before." In addition the teachers are feeling that now there is help available to meet needs of children. This has been apparent by the increased number of referrals that have been made for special services. With additional help available and because teachers have become more sophisticated in analyzing children's behavior, a greater commitment has been secured from the teacher to do something about the problem.

All agencies interested in the welfare of children are beginning to work together as a team instead of duplicating and overlapping services. Focus is on the child as an individual with unique needs. Ways are opening up to meet these and to prevent many now-recognized symptoms from becoming problems.

The team approach has also been gratifying in that the responsibility for programming for individual children has been met and with teachers as part of the team communication has been complete and things have happened for the child.

The increased awareness, not only among the participating members of the present study, but among the personnel within the districts involved, and the increased interest demonstrated in understanding the problems being studied, is the most significant verification of the on-going project at this point.

- IV. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The greatest change in the educational program of the Provo School District resulting from the Title III project has been the increased insight and commitment to meeting the needs of children on the part of teachers and special education personnel. This commitment has resulted in better cooperation or "teaming" in programming to effectively meet these needs.

- V. Report the effect of the project on the co-operating agencies by
- (1) listing all the community agencies that co-operated in the project;
 - (2) discussing the results of such co-operation; and
 - (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

Provo City Schools - Provo High School
 Dixon Junior High School
 Farrer Junior High School
 Franklin Elementary School
 Grandview Elementary School

Provo City Schools - Joaquin Elementary School
 (continued) Maeser Elementary School
 Provost Elementary School
 Rock Canyon Elementary School
 Sunset View Elementary School
 Timpanogos Elementary School
 Wasatch Elementary School

Nebo School District - Sage Creek Elementary School
 Westside Elementary School
 Jefferson Elementary School
 Brookside Elementary School
 Taylor Elementary School
 Peteetneet Elementary School
 Central Elementary School
 Spanish Fork High School

Some Title I projects have been incorporated into the over all project plan. Otherwise, there are no changes in the participation from those outlined in the original project.

VI. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

Several workshops including over 150 participants from the three districts have been held to orient persons to the project.

Radio and television facilities have been utilized to tell the Title III story. Newspaper articles have been written and articles have been submitted for publication in periodicals.

A newsletter is planned for distribution on a regular basis, and a slide-tape presentation is being developed.

Many districts from throughout the country have requested copies of our proposal and have asked to be included on our mailing list. Personal visits have been made by State Department personnel and Title III Directors. Several visits have been made by college classes under the supervision of their instructors.

The following letters are examples of responses to such visits:

UTAH STATE BOARD OF EDUCATION
1400 University Club Building - 136 East South Temple
Salt Lake City, Utah 84111

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Division of
Instructional Media

January 19, 1968

Dr. Sherman W. Wing, Superintendent
Provo School District
980 North 300 West
P. O. Box 816
Provo, Utah 84601

Dear Superintendent Wing:

On January 17, 1968, an opportunity was given me to join three other persons from the State Office and attend a Title III project conference in your district on "Meeting the Needs of Individual Children". Mr. Brimley had worked out details of the agenda very well and the activities proceeded smoothly. The information given to participants was very significant and Dr. Lindeman has learned of the emphasis placed on the Instructional Media Center in helping each child to reach his potential.

One professional person, in a district adjoining yours, who works with federal titles, told me that he had attended several other Title III project conferences. The one held in Provo, with your personnel participating, was the most productive and realistic he had experienced.

Please express appreciation to your staff for their efforts in sharing their findings with other interested persons.

Appreciatively,

(signed)

Elsie Dee Adams
Library Specialist

EDA/db

U T A H S T A T E U N I V E R S I T Y

Daryl Chase, President
Logan, Utah 84321

College of Education
John C. Carlisle, Dean

Edith Bowen Laboratory School

March 5, 1968

Dr. Ross Denham
Ass't Superintendent
280 West 940 North
Provo, Utah 84601

Dear Dr. Denham:

I would like to take this opportunity to thank your staff for arranging such an outstanding experience for my students when we visited with you on February 23, 1968.

I have waited until now to write you, because I wanted to give my students time to think through and evaluate all the things they saw and heard so that I could give you some idea of what they had learned in the short time that they spent with you.

I can say, in all honesty, that it was an extremely important day for all of us, because we were exposed to a district that was attempting to do more than just move students through school without regards to their individual needs.

The team approach that was demonstrated, as one means of helping the teacher meet the needs of the child, was new to most of the students and they were very impressed, but a few still felt that this was something they could not hope to experience in their own schools. We spent a great deal of time exploring what they could do and I feel they went away from class feeling as though they could do more of this than they had been doing in the past.

Of all the things that stood out was the influence one person could have when he believed in an idea strongly enough to do something about it. This was demonstrated so beautifully at all three schools that they visited. In each school, teachers and principals were working in their own individual way to discover means of helping children develop and grow into healthy creative individuals. As we talked about this, I felt that each student was more convinced that they too could do something to help children, and that they did not have to wait for a district program.

Dr. Ross Denham
March 5, 1968
Page 2

Spring quarter I would like to bring a group of Elementary Supervisors and Teachers from Logan and Ogden to Provo, so that they too can see what you are doing for the children and teachers in your district. I will contact you later as to the best time for us to come.

Thanks to you all for arranging such a wonderful day for us, and for spending so much time with us when all of you are so very busy.

I would specially like to thank Edith Stimpson and Vern Brimley for all their time and help.

Sincerely,

(signed)
Jean Pugmire
Assoc. Professor of Education

JP:ej

Utah
Network for
Instructional U N I T
Television

UNIT Business Office: Davis County School District, Farmington, Utah 84025
UNIT Production Office: 1400 University Club Bldg., Salt Lake City, Utah
84111

January 18, 1968

Mr. Vern Brimley
Director of Federal Projects
Provo City Schools
Provo, Utah

Dear Vern:

You gave a stellar performance last Wednesday. I was, and am, very impressed with your Title III project - the professional caliber of individuals involved, the enthusiasm and rapport among participants.

And although I hate to admit it in your presence, you are a bit of all right. Thank Mr. Bird and the school lunch people for that delightful repast. Drop in when you come by.

Cordially,

(signed)
Daniel A. Keeler

hp

VIII. List costs for budget period this narrative report covers:

\$111,021.60 Total Cost

\$ 49,751.60 Total non-Federal support

\$ 50,120.00 Total Federal support under Title III,
P.L. 89-10

\$ 11,150.00 Total Federal support other than Title III,
P.L. 89-10

OE 4383 (Rev. 1-67)

Budget Bureau No. 51-R602

Approval Expires 6-30-68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office Of Education
Washington, D. C. 20202

PART III--PROJECTED ACTIVITIES

Application for Continuation Grant

Elementary and Secondary Education Act of 1965, Title III,
P.L. 89-10, as amended

INSTRUCTIONS - Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget Period (month, day, year).

Provo City Schools, 280 West 940 North, Provo, Utah 84601
67-2825 - Utah, July 1, 1968 to June 30, 1969

Briefly discuss the projected activities for the next budget period using the following outline: (If projected activities do not differ greatly from those given in the original proposal, state "No change.")

-
1. Describe the additional educational needs to be met with the proposed program.
 2. Describe in detail the additional objectives of the proposed program as related to the needs described above.
 3. State in sequence the activities to be carried out in achieving these objectives.
 4. Describe the method and procedures for evaluating these objectives.

There will be little change from the original application.
Some slight shifts in budget categories are being requested
(See attached comparison), but no change in total request.

ESTIMATED EXPENDITURES FOR FISCAL 1969

FISCAL 1969

EXPENDITURE ACCOUNT NO. 100 - Administration

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Part	Full			
Salaries	Brimley, Vern Project Director	X			\$12,500.00	\$6,250.00
	Schwendiman, Gary Research Assistant	X			2,500.00	2,500.00*
	Dredge, Martha Secretary		X		3,000.00	3,000.00
Printing Materials and Supplies					500.00	500.00
Mailing costs and Telephone					240.00	240.00
Computer Services						250.00
Consultant Services**						1,000.00
Local Travel					37.50 per month	450.00
Special Trips (destination not finalized)						650.00
* State Department administration funds ** \$75.00 per day is accepted scale						
Total Budgeted Amount					\$12,340.00	

FISCAL 1969

EXPENDITURE ACCOUNT NO. 200 - Instruction

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Part	Full			
Instruction	Stimpson, Edith B. Supervisor	X			\$11,000.00	\$ 5,500.00
	Psychologists (3) Robison, Lynda Burch, Robert		X X			6,500.00* 6,500.00 2,000.00
	Substitute Teachers	X		30 days	15.00	450.00
	Special Teacher Aides	X		4	2,500.00	10,000.00
	Summer Research Project (2 teachers)			2	500.00	1,000.00
	Instructional Materials and Supplies				550.00	550.00
	Local Travel (Supervisor, Psychologists, Social Worker)			\$21.00 per month	830.00	830.00
	*Assumed by district this year					
Total Budgeted Amount						\$33,330.00

FISCAL 1969

EXPENDITURE ACCOUNT NO. 800 - Fixed Charges

EXPENDITURE ACCOUNT NO. 800 - Fixed Charges						
Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Part	Full			
Salaries (Fringe Benefits)						
	1. Social Security				\$2,100.00	\$2,100.00
	2. Retirement				1,220.00	1,220.00
	3. Insurance				950.00	950.00
	4. State Industrial Insurance				30.00	30.00
					TOTAL	\$4,300.00
EXPENDITURE ACCOUNT NO. 1230 - Operating Equipment						
	Polaroid Camera					\$ 150.00
					TOTAL	\$ 150.00

ESTIMATED EXPENDITURES
Fiscal 1969

TOTAL FOR PROJECT

EXPENDITURE ACCOUNT NO.	Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
			Part	Full			
		100 - Administration					\$12,340.00
		200 - Instruction					33,330.00
		800 - Fixed Charges					4,300.00
		1230 - Equipment					<u>150.00</u>
					Total Title III P.L. 89-10 Funds		\$50,120.00
						Total Budgeted Amount	\$50,120.00

ESTIMATED EXPENDITURES FOR FISCAL 1970

ESTIMATED EXPENDITURE
for Fiscal 1970

EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Part	Full			
EXPENDITURE ACCOUNT NO. 100 - Administration	Director		X			\$14,500.00
	Research Assistant	X				3,500.00*
	Secretary		X			1,700.00
	Printing Materials and Supplies					200.00
	Consultant Services					800.00
	Computer Services					200.00
	Local Travel				\$40 per month	480.00
	Special Conference Travel					<u>350.00</u>
EXPENDITURE ACCOUNT NO. 200 - Instruction						<u>\$18,230.00</u>
	Supervisor		X			\$ 5,500.00
	Psychologist (1)		X			6,500.00
	Substitute Teachers			40 days	\$ 15.00	600.00
	Special Teacher Aides	X		4	2,000.00	8,000.00
	Instructional Materials	X			500.00	500.00
	Supplies					
	Local Travel					<u>420.00</u>
EXPENDITURE ACCOUNT NO. 800 - Fixed Charges						<u>\$21,520.00</u>
*State Department Administration Funds						<u>\$ 2,500.00</u>

Total Budgeted Amount \$42,250.00

APPENDIX

INVENTORY OF A CHILD'S NEEDSChild's Name Garyn Date February 7, 1967School Sunset View Teacher Sorenson

I. Emotional:

Needs physical contact and love. Enjoys sitting on my lap--
has a calming effect on him. Very nervous. (Improved--Later
evaluation.)

II. Social:

Hits out at people when things don't go his way, then runs.
Is afraid of getting hit. Starting to cry when he doesn't get
his way. (Crying has stopped--Later evaluation.)

III. Scholastic:

More skill with cutting. (Better--Later evaluation.)

IV. Health or Physical:

Very thin, maybe because he has a lot of nervous energy.

V. Other:

VI. ☐ Check here if you think child's needs seem to be met at present time.

REPORT ON SPECIAL SERVICES REFERRAL

TITLE III PROJECT

Child's Name Garyn School Sunset ViewDate March 29, 1967 Teacher Connie Sorenson

Recommendations:

Garyn is a boy of superior abstract reasoning and comprehension abilities with underdeveloped visual-motor and social skills. The following activities are suggested (and have been used with Garyn for approximately one month with some improvement being reported):

- 1) Put common objects around the room while Garyn (and other children, if desired) watch. Then, have the children turn around and tell you where the objects are, or, have the children cover their eyes and listen, while another child calls out the names of common objects. Then have the children tell which object was called out first, second, third, and so forth.

Garyn needs these kinds of activities as well as: 1) To be read to frequently by someone who reads dramatically and dynamically; 2) Tactile, audio, and visual objects presented in sequences he is to reproduce; 3) Counting games; 4) Manipulative kinds of activities that require motor control (tracing, mazes, drawing, writing, etc.); 5) Athletic group participation to build both his motor control and social experience, and 6) Communication Therapy.

Specialist Barrie RichardsTitle School Psychologist

INVENTORY OF A CHILD'S NEEDS

Child's Name Garyn Date November, 1967
School Timpanogos Teacher Watts

I. Emotional:

Very easily upset--if work is too hard or does not get his own way. Will simply quit and sit if he doesn't understand.

II. Social:

Prefers to play by himself but has begun to play kickball with the boys. Likes to show off.

III. Scholastic:

Can't seem to finish his daily work unless given a definite time limit and checked on often. Prefers to stay after school for individual help.

IV. Health or Physical:

Not usually sick.

V. Other:

I expected more because of Garyn's kindergarten record. When given the additional help he responded very quickly. He still needs more help. Garyn is very slow and precise in his work, in fact he can get stuck on one item, doing it over and over.

VI. ☐ Check here if you think child's needs seem to be met at present time.

INVENTORY OF A CHILD'S NEEDS

Child's Name James Date March 7, 1967
School Grandview Teacher Sondra M. Taylor

I. Emotional:

Well settled and adjusted. Happy and easy to work with.

II. Social:

Mixes well with small or large groups.

III. Scholastic:

This program isn't really enough for him, but he is happy and settled. Has been working with the advanced group.

IV. Health or Physical:

Normal growth.

V. Other:

VI. ☒ Check here if you think child's needs seem to be met at present time.

INVENTORY OF A CHILD'S NEEDS

Child's Name James Date December 15, 1967
School Grandview Teacher Eastmond

I. Emotional:

Well-adjusted; mature, responsible.

II. Social:

Well liked; has large circle of friends. Willing to help others and is usually fair in his play.

III. Scholastic:

Towards top of class. Really needs more challenge in all areas. Good reader.

IV. Health or Physical:

Rather chunky--fair large muscle coordination; good small muscle. Loves to play outside and does well there; gym skills need to be developed--ropes, trampoline, running and skipping.

V. Other:

Dependable and responsible in all he does. Seems to enjoy school generally. Doesn't enjoy or participate actively in singing but enjoys art project.

VI. ☒ Check here if you think child's needs seem to be met at present time.
(mostly)

INVENTORY OF A CHILD'S NEEDS

Child's Name Garth Date February, 1967
School Timpanogos Teacher Swain

I. Emotional:

At the first of the school year Garth was so quiet and unresponsive. Seemed insecure in his relationship with the children. He is responding more now but seldom seems too enthusiastic about school. Is very tender and becomes embarrassed easily. Needs help in living independently and doing his own thinking. Has a very aggressive friend.

II. Social:

Hesitates to participate in many activities. Has very little self-confidence. Is working better with other children.

III. Scholastic:

Garth has difficulty learning new concepts and concentrating. He seldom seems really interested. Very slow in beginning his work. Most always needs individual help. Needs many opportunities to enlarge his awareness of numbers and language experiments.

IV. Health or Physical:

Very poor coordination. Needs many experiences in using large muscles. Cannot bounce a ball in front of himself and catch it.

V. Other:

Help him to feel confident. Perhaps I am expecting too much. He was given readiness tests in October. Great deal of cooperation from home. Has been tested.

Mr. Barry Richards tested Garth and felt very concerned over results. They suspect coordination and perception problems. He advised a thorough examination and a referral to the health department for more extensive testing.

VI. ☐ Check here if you think child's needs seem to be met at present time.

PROVO CITY SCHOOLS
Office of Administration
280 West 940 North
Provo, Utah 84601

May 12, 1967

Name: Garth
Date of Birth: June 9, 1961
Grade: Kindergarten
School: Timpanogos

Recommendations for Garth, May 12, 1967:

- I. A referral to the Education Center for further testing be made.
- II. A physical examination be conducted.
- III. Steps 1 and 2 should be carried out prior to any decision regarding Garth's placement next year as special training may be needed.
- IV. Public Health Nurse work with the parents to get a referral to the health department for neurological testing.
- V. Social Worker and teacher work with parents to help them help Garth.
- VI. Hold case open to assist in whatever way we can to help Garth get the help he needs.

(signed)

Edna A. Hill, School Social Worker

EAH/aps

INVENTORY OF A CHILD'S NEEDS

Child's Name Garth Date November, 1967
School Timpanogos Teacher Watts

I. Emotional:

Is not always aware of things around him.

II. Social:

Is usually ignored by other children because of his slower motor abilities.

III. Scholastic:

Is gone often from the room and misses much instruction as well as work time. Can only finish one sheet of work as compared to others three.

IV. Health or Physical:

Sick quite often--only misses a day or two.

V. Other:

I send a lot of Garth's work home with him. His mother helps him to finish it.
Garth is receiving additional help.

VI. ☐ Check here if you think child's needs seem to be met at present time.

CHILDREN REFERRED TO SPECIALISTS UNDER TITLE III PROGRAM

<u>School</u>	<u>Psychologist</u>				<u>Nurse and Social Worker</u>				<u>Therapist (speech and hearing)</u>			
	Kindergarten 1966-1967	Kindergarten 1967-1968	First Gr. 1967-1968	Kindergarten 1966-1967	Kindergarten 1967-1968	First Gr. 1967-1968	Kindergarten 1966-1967	Kindergarten 1967-1968	Kindergarten 1966-1967	Kindergarten 1967-1968	First Gr. 1967-1968	Kindergarten 1967-1968
Edgemont	no class	5	8	no class	0	3	no class	0	no class	3	7	3
Franklin	4	3	14	0	8	6	8	11	8	11	5	11
Grandview	13	15	19	2	2	11	0	6	0	6	3	6
Joaquin	3	12	12	0	4	1	0	2	0	2	4	2
Maeser	5	10	10	0	5	5	0	5	0	1	8	1
Sunset View	7	7	14	0	2	8	0	2	0	5	2	5
Timpanogos	5	11	19	8	2	8	4	12	4	12	8	12
Wasatch	12	9	10	0	2	2	1	5	1	5	3	5
Provost	3	2	11	0	3	2	0	3	0	3	1	3
Rock Canyon	no class	8	11	no class	1	3	no class	1	no class	5	5	5
TOTALS	52	82	128	10	29	49	13	53	13	53	46	53

EVALUATION OF LEARNING DISABILITY WORKSHOP

All participants in the workshop were asked to fill out an evaluation sheet. The following is a summary of responses to the workshop. Numbers in parentheses indicate the number of respondents for each statement.

1. What difference, if any, has the workshop made in your attitude toward individual differences of children?
 - a. Made me more sensitive to children's needs. . .how basic areas relate to higher thought processes.
 - b. Knowing why I am doing some of the things I am doing with children.
 - c. How I can implement special activities into my daily curriculum.
 - d. More willing and excited about searching for further information.
2. Which section (or sections) was most valuable for you and why?
 - a. Motor Section (20). The biggest criticism was with regards to Ruth Hammond being repetitious.
 - b. Perceptual Section (21). The concern here was terminology. . . some of the teachers were concerned with understanding on their part.
 - c. Diagnostic Teaching (1). We would have to conclude that this area was only mentioned and not discussed to any measurable degree.
3. If you were to change the structure of the workshop, what recommendations would you make?
 - a. Break between sessions.
 - b. Shorter sessions. . .tiring after a days work. (7)
 - c. Held at a different time (2).
 - d. More depth (5).
 - e. More sharing of information among teachers. . .Even visit classes in the district to see what others are doing (5).
 - f. More demonstrations. . .A suggestion was given to be careful in talking about children in their presence (10).
 - g. Start and end on time (3).
 - h. Case Study Approach. . .Would give opportunity to follow a district child through the complete procedure of diagnosis, programming, and remediation (4).
 - i. More ideas of remediation (4). Item "h" above is referring to this idea.
 - j. More Films (Kephart). . .The suggestion was given that we should have these films available so that those interested could see them all (5).
 - k. More Specialists (6). . .The suggestion was given that we should bring in authorities for all future workshops.

4. What were specific strengths of the workshop?
 - a. Goals were well defined and achieved.
 - b. Dr. Low (20).
 - c. Dr. Sucher (21).
 - d. Competency of Instruction (10).
 - e. Video Tapes (10).
 - f. Displays (9).
 - g. Demonstration (18).
 - h. Films (Kephart) (7).
 - i. Handouts (6).
 - j. Well organized (9)
 - k. Our own people's contribution. . .John Bone, Kay Lee VanDyke, etc., (8).
5. What were specific weaknesses of the workshop? Suggestions to how it could have been improved.
 - a. More information and training on tests (3).
 - b. Repetitious (5). . .I believe they were relating more to the motor workshop on this subject.
 - c. Theory. . .Too much (3).
 - d. Video Tapes brought in earlier (2).
 - e. Terminology. . .Relating more to the perceptual workshop (5).
 - f. Tried to cover too much (2).
6. How did the workshop affect your ability to diagnose children's needs?
 - a. More aware of childrens problems.
 - b. Affected desire more than ability (3).
7. How did the workshop contribute to ideas (aids) in helping you to help children with learning disabilities once they have been identified.

Although the teachers gave suggestions for improvement, all of them appeared to feel the workshop was outstanding. Many of them expressed the desire to be involved in any workshops we will have in the future. Many of them expressed the idea that this type of central office participation indicates the dynamics of our district. . .this should always be part of our district involvement (workshops designed for practical experience).

8. What direction would you like us to plan for in future inservice training programs, such as diagnostic teaching, elementary guidance, others.

- a. Diagnostic Teaching, Prescriptive Teaching, Task analysis (18).
- b. Parental Guidance (Hugh Allred) (4).
- c. Elementary Guidance, Spec. Ed. Oriented (1).
- d. Elementary Guidance (7).
- e. More workshops on Motor. . .More specific (1).
- f. Junior and Senior High Workshops (7).
- g. Workshop on Interpretation of Tests (2).
- h. Workshop to give teachers information on how to aid in Language and Speech Development (1).

9. Other comments.

- a. More classroom teachers invited.
- b. Smaller groups so the workshop can be more individualized (2).
- c. More classroom teacher involvement (participation).

PROVOST SECOND GRADE PROJECT EVALUATION

The project involved three teachers, designated in the evaluation as (A), teacher of the accelerated students, (R), teacher of the regular students, and (C), the teacher of the class from which five accelerated students were removed and placed in the accelerated group. Some evaluations were also made by (P), principal and (L), librarian.

1. What changes, if any, have you noticed in availability of teaching materials, both basic and supplemental, since the class division was accomplished?

- (A) needed a third economics manual and more students science books
- (R) both groups should not be scheduled to study the same thing at the same time
- (C) no changes noticed

2. What difference, if any, has the separation of your class into accelerated regular sections made in how you teach? What methods were required before the division, and what methods are required now?

- (A) children have longer working periods, this leaves more time for individual help
- (R) slower presentation possible for regular students--a new group of leaders developed after accelerated students were removed more time for individual instruction

3. What difference, if any, has the separation made on the subjects you cover in your classroom?

- (A) additional library period
- (R) go deeper into some subjects

4. What difference, if any, has the division effected in how you and your children get along together? What about the tone and climate of your classroom and discipline?

- (A) competitive attitude among children--they seem to "tell" on each other more
- (R) climate much better--the children are happier and receive more help so discipline takes care of itself
- (C) children more relaxed with reduced number of students in class
- (P) when teacher loads were reduced, teachers were able to spend more time in individual instruction with each child and discipline problems disappeared.

5. What difference, if any, has the division made in your awareness of individuals? Do certain types of behavior stand out more or less? Do different children tend to rise to notice than before?
- (A) everyone is given a chance to participate on an equal basis
 - (R) students who previously were overshadowed by superior students now stand out more and enter more into class discussion
 - (C) more opportunity to work individually with students
 - (P) teachers able to get to know students whom they did not know before
6. How has the division affected the way in which you are able to work with parents? Has there been any impact, one way or another, on parent conferences, home visits, group meeting, parent observation and participation? Is there an effect on what you do with children after you have talked with parents?
- (A) parents very cooperative and interested
 - (R) more projects with children enabled parents to come see more classroom work
 - (C) more conferences with parents--children received more help from teacher and parents as a result.
7. What difference, if any, have you perceived in the student's extra-curricular association? Does there appear to be any difference in what goes on in the cafeteria, or the playground or in the halls?
- (A) boys play with other grades--girls are "childish"--some parents report that accelerated girls in the neighborhood feel superior to others
 - (R) smaller group better behaved and less trouble is apparent
 - (C) no difference
8. What impact has this division had on you as a person? What amount of time do you give to your job and your sense of accomplishment? Do you notice any differences in how you feel about children or teaching: your spirit and morale your strength and energy and temper?
- (A) great enjoyment and feeling of accomplishment--time spent is about the same
 - (R) more time to help slow students, gives greater feeling of accomplishment
 - (C) reduction in class size gave more time to work with individual students, but class was not as stimulating without accelerated students

9. What is your candid opinion of the over all effectiveness of the division? How about the children's achievement (per the testing as well as observation) and the child's total well-being?
- (A) excellent over all effectiveness with special gains in math and reading. Children enjoyed school more and got excited about learning.
 - (R) more children have achieved and improved than ever would have been possible in a larger class
 - (C) much general benefit but accelerated students were needed to set high standards for the rest of the class
 - (L) accelerated group participated freely in more library related experiences
10. In summary, if you have noticed some gains or losses, what is the greatest single advantage gained by your children attributable to the division of the class? What is the greatest single disadvantage caused thereby?
- (A) accelerated children always busy--no need to wait for slower children. Because of separation, some in accelerated group feel superior to other classes
 - (R) division made it possible to help slower students who previously were not achieving to capacity--at first class discussion was slow but it soon reached former level
 - (C) advantage in reduction of class size--some new class leadership developed
 - (P) teachers have been able to give more individualized instructions because of reduction in class size.
11. Of those differences noted above, which in your opinion were effected by merely reducing the size of the class?
- (A) more individualized help
 - (R) better discipline, more individual help
 - (P) more individual instruction possible
12. Of those differences noted above, which in your opinion were effected by the division on the basis of difference in level of ability achievement?
- (A) greater ability gains, faster learning
 - (R) new leaders developed, slower children given more chance to participate
 - (P) more slow students given a chance to participate and pulled into the "limelight"

13. What difference, if any, have you noted in your relationship with other faculty members and administration? How about family attitude changes per se?

- (A) administration and faculty very helpful--wonderful experience
- (R) some misunderstandings about the projects at first, but every thing eventually worked out very well.

Provost Second Grade Project
(Survey of Parents)

Compared with his/her behavior during fall school experience has your child:

1. Talked about school:	<u>Regular</u>	<u>Accelerated</u>	<u>Total</u>
a. much more	2	2	4
b. more	19	11	20
c. about the same	2	0	2
d. less	2	2	4
e. much less	0	0	0
2. Appeared to enjoy school:			
a. much more	7	9	16
b. more	12	5	17
c. about the same	2	1	3
d. less	3	0	3
e. much less	1	0	1
3. Seemed to get along with his/her friends, playmates, brothers and sisters, parents, or teachers:			
a. much better	7	1	8
b. better	14	10	24
c. about the same	1	4	5
d. worse	3	0	3
e. much worse	0	0	0
4. Seemed to be interested in his schoolwork:			
a. much more	8	10	18
b. more	12	4	16
c. about the same	1	0	1
d. less	4	1	5
e. much less	0	0	0
5. Seemed to read at home:			
a. much more	8	7	15
b. more	11	8	19
c. about the same	3	0	3
d. less	2	0	2
e. much less	1	0	1
6. Seemed to rely on your help with problems at home:			
a. much more	1	0	1
b. more	11	3	14
c. about the same	0	2	2
d. less	10	8	18
e. much less	3	1	4

Provost Second Grade Project
(Test Results)

	"ACCELERATED" STUDENTS Average Grade Equivalents			REGULAR STUDENTS Average Grade Equivalents		
	(Pre)	(Post)	(Gain)	(Pre)	(Post)	(Gain)
WORD MEANING	3.91	4.02	+1.11	2.61	3.10	+1.49
PARAGRAPH MEANING	3.97	4.84	+1.87	2.44	2.86	+1.42
SCIENCE & SOC. STUD. CONCEPTS	3.75	4.04	+1.29	2.73	2.98	+1.25
SPELLING	3.82	4.33	+1.51	2.55	2.97	+1.42
WORD STUDY SKILLS	4.07	4.55	+1.48	2.31	2.57	+1.26
LANGUAGE	3.43	3.70	+1.27	2.40	2.76	+1.36
ARITHMETIC COMPUTATION	2.84	3.85	+1.01	2.34	2.64	+1.30
ARITHMETIC CONCEPTS	3.37	3.89	+1.52	2.20	2.53	+1.33
	Number of Students = 14			Number of Students = 28		

* Stanford Achievement Test--Primary II Battery
Form Y used for Pre-Test, February 16, 1967
Form X used for Post-Test, May 16, 1967
Form Y and Form X are parallel forms with an average reliability of about .90 for the various scales in the tests.

STUDY: READINESS FOR KINDERGARTEN WORK

Sponsored by: Title III Program

Supervised by: Vern Brimley

Assisted by: James Bergera
Ray Warner
Monroe Gallier

Studied and Conducted by: Robert Burch, school psychologist
Martha Kenner, Kindergarten teacher

Time spent: July 31 to August 14, plus additional time after the beginning of school to complete the study.

Individuals Involved: Teacher, psychologist, Kindergarten children and parents of the Maeser school area.

Outcomes of this study have been compiled and recorded in a manner which the teacher feels is meaningful to her and an instrument for present and future work with the children with whom she will be working.

OVERALL PURPOSE OF STUDY.

Early identification, evaluation and prevention.

SPECIFIC PURPOSES

This study has been planned and performed:

1. To discover early the child's maturation.
2. To identify each child's strengths and weaknesses.
3. To establish a rapport between teacher and child.
4. To plan a program for each child who seems to be too immature for Kindergarten.

APPROACH

1. Six days were spent on:
 - a. Organizing and planning the study between the school psychologist and teacher.
 - b. Research was conducted, studies made; and checklists evaluated.
 - c. Contacting parents for appointments.
 - d. Compiling and preparing check-list (the instrument to be used).

2. Five days plus: additional time after the opening of school for appointments and administering the checklist. (Sixty children were checked, one/half hour per child).
3. Evaluation of study and compilation of results for present and future use.

TABLE TO DETERMINE READINESS OF CHILD

Number of Items Answered "Yes"	Approximate State of Readiness For School	Possible Action	Maeser Kdgn.
37 to 40	Readiness Reasonably Assured	School Entrance	37
31 to 36	Readiness Very Probable	School Entrance	17
28 to 31	Readiness Questionable	Consultation with School Administration Desirable	2
22 to 26	Readiness Doubtful	Consult School Administra- tion-highly recommended	1
22 or below	Readiness Unlikely	Consult School Personnel, Physician Psychologist	2 ?

SCORES RESULTING FROM CHECKLIST

Maeser Kdgn. Pre Entrance - Registration

<u>NAME</u>	<u>AGE</u>	
A Michelle	5+11	40
M Shawna	5	40
A Boyd	5+7	40
A Scott	5+10	39
A Steven	5+9	39
A Jeanne	5+11	39
A Alma	5+6	39
A Alicia	5+6	39
A Wendy	5+7	39
M Julie	5+1	39
A Julie	5+9	39
A Cathy	6	39
M Karen	5+3	39
A Ann	5+6	39
A Chad	5+11	39
M Rickie	5	38½
A Kelly	5+4	38½
A Cathleen	5+6	38½
A Boyd	5+6	38½
A Michael	5+5	38
M Teri	5+2	38
A Steven	6+2	38
M Miriam	5+3	38
A Christine	5+10	38
M Michelle	5+1	38
M Gary	5+3	38
A Terri		38
A Clarke		38
M Linda	5+4	37½
A Lance	5+11	37½
A JaNae	5+8	37½
A Ellen	5+1	37
M Ronnie	5+4	37
A Lisa	5+7	37
A Douglass	5+10	37
M David	5+5	37
M April	5+4	37

READINESS REASONABLY ASSURED

A	Patricia	5	36	READINESS PROBABLE	
M	Kelly	5+	36		
M	Otis	5	36		
M	Jimmy	5	36		
A	Lisa	5+3	36		
A	Diane	5+1	35		
M	Tamara	5+3	35		
A	Timmy	5+2	35		
A	Carolyn	5+9	35		
M	Todd	5+10	35		
A	Kelly	5+9	35		
M	Lorraine	5	35		
M	Kathy	5+2	35		
M	Marie	5+2	34½		
A	Kevin	5	34½		
*M	Scott	6+2	34		
N	Neal	5+3	34		
Readiness	M	Robbie	5	31	
	M	Toni	5+3	31	
Questionable	M	Kristen	5+8	30	
	M	Jay	5+2	30	
Readiness Doubtful		M	Chet	5+2	24-26
No Score		M	Doris	5+2	
Received		M	Myshelle	5+4	

Note: 61 children tested
 1 child not tested because he is a special Speech and
 Hearing Student

OUTCOMES OF STUDY

I. Children found immature for regular Kindergarten class.

Reasons found by check-list and visit with parent.

*Action taken to-date.

A. Kristen. (5 yrs. 8 mo.).

1. Low score on check-list. (30--Readiness questionable)
2. Very small physically.
3. Emotional problems.
4. Concentration difficult.
5. Some 'Head Start'. (4 mo. in Colorado)

*Referred to principal.

'Head Start' recommended by examiner if adjustment is poor.

B. Chet. (5 yrs. 2 mo.)

1. Low score on check-list. (24-26--Readiness Doubtful)
2. Young chronologically.
3. Speech difficulties.
4. Very short attention span.
5. Hyper-active.
6. Small physically.
7. Culturally deprived.
8. Very immature.

*Referred to principal for decision.

'Head Start' highly recommended by examiner.

C. Robbie. (5 yrs. 1 mo.)

1. Low score on check-list. (31--Readiness Questionable)
2. Young chronologically.
3. Small physically.
4. Speech not developed.
5. Very short attention span.
6. Has difficulty cooperating.
7. Culturally deprived.
8. Very immature.

*Referred to principal for decision.

'Head Start' highly recommended by examiner.

D. Doris. (5 yrs. 2 mo.)

1. Short attention span.
2. Speech difficulty.
3. Young chronologically.
4. Accident at age four has caused many problems.
5. Parents do not want to push her.

*Referred to psychologist for special testing.

E. Myshelle. (5 yrs. 4 mo.)

Note: I could get no results with check-list

1. Very emotionally unstable. Cries easily.
2. Babyish.
3. Will not cooperate.
4. Very rough in play.
5. Hyper-active.
6. Impulsive.
7. Young chronologically.

*Referred to psychologist for further testing and observing.

F. Marlon. (6 yrs. 7 mo.)

Note: This child was not tested. There are special tests available through the Welfare Dept. and work done at B. Y. U. He had had a special Speech and Hearing class and will continue part time in a similar class at Maeser and a part time Kindergarten Program for the present.

1. Very short interest span.
2. Immature in many ways.

*Above recommendations were made by the Central Office.

II. Strengths and Weaknesses Now Known:

A. Physical:

1. Special Health Problems:

- a. Bladder weakness--Kelly, Jimmy, Michelle
- b. Asthma condition--Timmy
- c. Defects--Lance (left thumb)

2. Excessively Active.

- a. Ronnie
- b. Clarke
- c. Michael
- d. April

3. Small Muscles need developing (Hand-eye coordination)

A.M.

Doris
Myshelle
Chet
Robbie
Ronnie
Tamara
Otis
Kristen
Neal
Kevin

P.M.

Lisa
Boyd
Patricia
Diane
Carolyn
Steven
Kelly

Note: The above category could also be listed under scholastic.

4. Hearing referrals

- a. Julie--Ruptured ear-drum.
- b. Scott Morris--Both ears infected recently.
- c. Doris Lyman--Accident at age four, ear almost severed.
- d. Chet--Check--due to brothers hearing problem.
- e. Marlon--Speech clinic--needs special class.

5. Speech Referrals

- a. Neal--teeth knocked out when he was two years old.
- b. Robbie--Difficult to understand
- c. Doris--Almost impossible to understand. (Accident at age four. Did not talk until almost four, then the accident which further affected her.
- d. Kathy--Tongue purposely clipped when a baby.
- e. Boyd--Difficult to understand. Other children in family have had some similar problems, and have out-grown them. (R-S-W-G)
- f. Cathy--Difficulty--how serious?
- g. Alma--lisp
- h. Steven--Doesn't say some sounds plain
- i. Todd--Ending of words (d-s) check.
- j. Kelly--Baby-talk, check.
- k. Chet--Difficult to understand.
- l. Marlon--Special student.

6. Vision referrals

- a. Jeannie
- b. Cathy
- c. Doris
- d. Kelly
- e. Rickie

7. Left Handedness (Ambidextrous)

A.M.

Scott
Kristen
Neal
Lorraine
Rickie
Chet

P.M.

Christine
Kelly
Patricia
Steven
Michelle
Cathy
Ann
Lance
Alicia

8. Help with 'right and 'left'

A.M.

Doris
Kelly
Kathy
Tamara
Ronnie

P.M.

Lisa Ann
Lisa
Patricia
Diane
Carolyn
Ellen
JaNae
Kelly
Timmy

B. Social

1. Leadership Potential. (Noted and guided)

A.M.

Shawna
Gary
April
Michelle

P.M.

Michelle
Scott

Steven
Douglas
Alicia
Lisa
Ann
Jeanne

Cathy
Kelly
Clarke
Lance
JaNae
Timmy

2. Culturally deprived

(Help these children in as many ways as possible to experience a rich cultural environment. To be conscious of them and not embarrass them but build good abilities in other ways.)

A.M.

Chet
Marlon
Kristen
Robbie
Doris

Kathy
Scott

3. Aggressiveness

(Help these children develop values of fair-play)

April (A.M.)

Ronnie (A.M.)

Clarke (P.M.)

4. Shyness (Help these children be more out-going)

A.M.

Gary
Tamara

Scott
Boyd

P.M.

Christine
Alma

Boyd
Teri
Jimmy

5. Young chronological, who show marked readiness: (Watch and help these children in competing with older children)

A.M.

Julie
Lorraine
Mychelle
Gary
April
Tamara
Jimmy
Shawna
Karen

P.M.

Alma
Timmy
Kelly
Diane
Lance
Lisa
Patricia

6. Special Experiences

- a. Miriam (Specks Finnish)
- b. Timmy (Wide-background of experience)
- c. Kelly (Mechanically minded)
- d. David (Traveled to Canada)

C. Emotional

Each child should be helped to overcome as much as possible his individual problems throughout the year's program.

1. Children who seem pressured:

- a. Myschelle (A.M.)
- b. Clarke (P.M.)

2. Nervousness
 - a. Myschelle (sucks finger)
 - b. David
 - c. Neal
 - d. Clarke (talkative, wiggler)
3. Fears
 - A.M.
 - Jimmy-doctors
 - Myschelle-spiders
 - Doris-cars
 - Kelly-darkness
 - Lorraine-strange places
 - Miriam-locked places
 - Robbie-darkness
 - David-darkness, bears
 - P.M.
 - Lisa-wolves
 - Michelle-closed doors
 - Carolyn-dogs
 - Wendy-darkness
 - Scott-darkness
 - Douglas-dogs
 - Kelly-water
 - Timmy-large dogs
4. Discipline problems
 - A.M.
 - Scott
 - April
 - Ronnie
 - Myshelle
 - Doris
 - Chet
 - Marlon
 - Ronnie
 - Kristen
 - Clark (P.M.)
5. Reasoning difficult
(These children require much patience and explaining)
 - A.M.
 - Scott
 - Kelly
 - April
 - Doris
 - Myshelle
 - Marlon
 - Chet
 - P.M.
 - Clarke
 - Cathy Jo
6. Need of "father" image
(Call Principal's attention to these children for a little special attention and help if needed.)
 - a. Todd (A.M.)
 - b. Steven (P.M.)
 - c. Clarke (P.M.)
 - d. Lisa (P.M.)
7. Need help in perserverence
 - A.M.
 - Ronnie
 - Chet
 - Marlon
 - Scott
 - Robbie
 - Kristen
 - Myshelle
 - Clarke(P.M.)

8. Responding to failure

A.M.

Kelly--cries
 Lorraine--blames others
 Julie--frustrated
 Marie--gets upset
 Todd--discouraged
 Rickie--dislikes failure
 Scott--gets angry
 Ronnie--gets angry
 Chet--exasperated
 Shawna--frustrated

P.M.

Clarke--gets angry
 Cathryn--frustrated
 Patricia--cries
 Terri Lee--cries
 Lisa Ann--frustrated
 Steven--gets angry
 Alma--sensitive
 Scott--discouraged

D. Scholastic

1. Good all-around readiness shown

Note: Refer to score-result page. All the children
 with scores 37 and above.

2. Attention span short

A.M.

Chet
 Marlon
 Robbie
 Scott
 Doris

Myshelle
 Lorraine
 Kathy
 Kristen
 Clarke (P.M.)

3. Help in recognizing colors

A.M.

Doris
 Myshelle
 Otis
 Jimmy
 Kristen

4. Help in sequence work

A.M.

Doris
 Myshelle
 Kristen
 Marie
 April

Chet
 Marlon
 Robbie
 Scott
 Lisa (P.M.)

5. Help in number concepts

A.M.

Doris
 Myshelle
 Chet
 Robbie
 Kristen
 Kevin

6. Vocabulary needs building
(Develop sense of word meanings)

A.M.

Doris
Myshelle
Chet
Marie
Marlon
Robbie
Scott.

Kristen
Kathy
Tamara
Todd

P.M.

Lance
JaNae

7. Help in copying letters, patterns, etc.

A.M.

Kristen
Doris
Chet
Marlon

Robbie
Scott
Tamara
Carolyn (P.M.)

ADVANTAGES OF THE STUDY

This is a worthwhile program and the checklist has been a valuable instrument. The study has helped the teacher:

1. To know each child and parent personally.
2. To identify the children who are immature.
3. To set up a rapport with parent and child.
4. To know special problems and weaknesses which enable the teacher to start immediately to help these children.
5. To know strengths of children at beginning of year.

PROBLEMS OF THE STUDY

1. Census not accurate.
2. Too many hours spent locating children.
3. Errors corrected on registration sheet:
 - a. Occupation address
 - b. Child's name--identified
4. Errors corrected in check-list.
 - a. Age--height--weight of child should be noted but not counted or scored.
 - b. Number 33 (categorizing) not necessary.
 - c. Yes--no column should be deleted.
Examiner should keep score, unnoticed by parent and child.

RECOMMENDATIONS

1. Special Class Unit for exceptionally immature children where an environment and program could be planned conducive to the growth and development of these children in preparation for a regular Kindergarten year for the following reasons:
 - a. These children need individual tending and attention which is impossible with a regular classroom load.
 - b. The required energy of the teacher in caring for these tots is too great in comparison to the same amount of time she could spend on children who are ready.
 - c. The majority of the children who are ready for the learning process and facts needed to enter First Grade, are neglected to a certain extent.
 - d. If these children are left in regular class-situation they cannot help but meet with defeat at the beginning of their school life.
 - e. This defeat can make the difference between success and failure in school in the majority of these children.
 - f. These children need more time to develop and mature, socially, physically, emotionally, and mentally.
 - g. Most parents appreciate the interest of the school in this matter and would greatly appreciate a special additional year to help their child's readiness.

2. Time for administering the check list. It should be given the first week of school.
3. Adequate time should be taken with each parent-child-teacher appointment. One half hour was quite ideal time limit because:
 - a. The teacher was not rushed.
 - b. The parent and child did not feel rushed.
 - c. Much can be learned by observing child's reactions and parent-child reactions.
4. At the general meeting for Kindergarten parents the first day of school, appointments for the following days could be set up which would eliminate trying to locate children before school begins.
5. Teacher should administer the test herself because much valuable information can be gained in a face-to-face relationship with the parent and child.
6. Teachers should be oriented by the school-personnel in charge of the program and school psychologist to make it possible for the teacher to administer and evaluate the check-list correctly.
7. Teachers should utilize the results found by using such an instrument to determine the readiness of a child. Children could be helped and benefit greatly from the proper use and follow-up work needed.
8. The check-list should be improved as used, to meet the upgraded educational trends and the needs of the District.

CHECK-LIST

Child's Name _____

Address _____

Date _____ Present Age of Child _____ Yrs. _____ Mos.

GROWTH AND AGE:

YES

NO

1. Will your child be 5 years 6 months or older when he begins kindergarten? _____

2. Is your child at or better than the following norms or averages in weight and height? _____

Boys

Girls

Weight: 40 lbs.

Weight: 37 lbs.

Height: 43 inches

Height: 42 inches

3. Can strangers easily understand your child's speech? _____

GENERAL ACTIVITY RELATED TO GROWTH:

Can Your Child:

4. Pay attention to a short story when it is read and answer simple questions about it? _____

5. Can he manage a pencil or crayon? _____

6. Tie a knot? _____

7. Zip or button up a coat? Remove clothing? _____

8. Walk backward for a distance of 5 to 6 feet? _____

9. Stand on one foot for 5 to 10 seconds? _____

10. Walk a straight line? _____

11. Fasten buttons he can see? _____

12. Tell left hand from the right? _____

13. Eat meals with little assistance? _____

14. Take care of his toilet needs by himself? _____

15. Travel alone in neighborhood (2 blocks) to store, school, playground, or to friend's home? _____

YES

NO

16. Be away 2-3 hours without being upset with someone other than relative? _____

17. Cross a residential street safely? _____

REMEMBERING: Can Your Child:

18. Repeat a series of 4 numbers without practice, such as "say after me 6-1-7-4"? _____

19. Repeat 8 to 10 word sentences if you say it once, "The boy ran all the way home from the store"? _____

20. Remember instructions and carry out 2 or 3 simple errands or tasks in the home after being told once? ("Pick up the book", "bring me the pencil", and "close the door.") _____

UNDERSTANDING: Can Your Child:

21. Tell you the meaning of simple words like bicycle, apple, gun, shoe, hammer, water, shirt, horse? _____

22. Count 4 objects? _____

23. Supply the last word to all of the following statements?

Mother is a woman; Father is a _____.

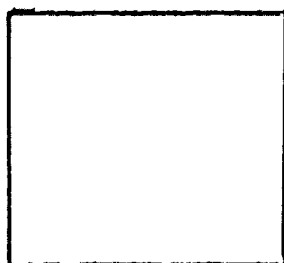
A fire is hot; An ice cube is _____.

A plane goes fast; A turtle goes _____.

24. Put together a simple puzzle of 3 to 6 pieces? _____

25. Tell what parts are missing if you draw a stick picture of a person and leave out a leg and an arm? _____

26. Draw or copy this square? _____



GENERAL KNOWLEDGE: Can Your Child Tell you:

27. How many feet he has? _____

28. How many ears a dog has? _____

YES

NO

29. What a key is for? _____
30. What his eyes are used for? _____
31. What his ears are used for? _____
32. The names of 3 or 4 colors that you point out? _____
33. Tell in what way a sweater, shoe and hat are the same? _____

ATTITUDES AND INTERESTS:

34. Do you have books, magazines and newspapers in your home that your child looks at? _____
35. Is your child unafraid of going to school? _____
36. Does your child ask often when he will go to school? _____
37. Does your child pretend to read? _____
38. Have you attempted to create in your child the idea of looking forward to school experiences rather than fear of school? _____
39. Does he try voluntarily to copy letters or words? _____
40. Is it difficult to reason with your child? _____

TIMPANOGOS FIRST GRADE PARENTAL CONFERENCES

Procedure

In the fall of 1967, children entering the 3 first grade classes at the Timpanogos School were randomly selected within each classroom for the experimental or control group. Parents of children in the experimental group were invited in for special conference sessions, while parents of children in the control group were not. In order to allow teachers to conduct the parent conferences during the first week of school, pupils were dismissed at 2:00 p.m. instead of the regular 3:30 p.m. dismissal hour. In each separate interview parents were informed about the curriculum to be covered in the first grade and apprised of teaching methods to be employed. They were advised of the years program, the goals the teachers had outlined, and the means by which the goals could be achieved in a cooperative home-school venture. During these conferences, teachers sought the cooperation of the parents in regard to health practices, homework, and discipline at home and in school. Teachers learned of the individual needs of the children including information about physical impairments and certain likes and dislikes that might be unique to the child, and assessed parent reactions to their child's anticipated progress. Schooling then preceded as usual, with both control and experimental groups receiving the same instructions within each classroom.

Parent interviews were completed during the first week of school, and various evaluative criteria were determined so that adjustment factors could be measured and recorded.

Results and Discussion

The teachers of the groups recorded information from August 28 to October 6. In evaluating the 38 first graders in the control group, it

was noted that 100 instances of crying occurred, while in the experimental group of 41 children crying occurred only 19 times. Twenty children in the control group displayed problems such as wetting pants, constant bathroom needs, biting nails, pulling hair, and only 9 children in the experimental group showed these conditions. Seventeen children in the control group consistently failed to complete work, as compared with 3 in the experimental group. Sixteen of the children in the control group participated consistently in most class activities, whereas this total was 32 children for the experimental group. Parents of 23 children in the control group displayed a lack of interest and a lack of enthusiasm toward helping the child progress in school, whereas none of the parents of children in the experimental group displayed such a lack of interest and enthusiasm. Three parents of children in the control group expressed concern with the educational program, whereas no complaints were received from those parents of the experimental group children. Most of the parents of the children in the experimental group expressed deep appreciation for this pre-school conference, and asked why such conferences had not been held before.

In one of the classes a record was kept by the teacher throughout the course of the evaluation period which showed the emotional, physical, and scholastic response of each child in both experimental and control groups for that particular class.

The results of this project indicate that the pre-school conference for parents was very effective in helping the child make a satisfactory adjustment to the first grade. Although many of the evaluation measures were not entirely objective in nature, such a project certainly represents a step toward determining the usefulness of pre-school conferences in helping the child adjust in the first grade. A follow-up

is now being planned in which these children will be observed to see if the effects gained in the first grade experience carry over into later school years. Another project similar to this one is being planned for the fall of 1968 in which more objective measures will be taken to determine the adjustment process of the first grade child, and to determine the effects of a pre-school conference on his adjustment in the first grade.

It is felt that this project makes a unique contribution in an area where such contributions are sorely needed. It not only provides some important advancements in measuring the adjustment of first grade children, but it is also a significant step in the direction of improving parent-child relationships which may be crucial to adjustment in the first grade.

TABLE I

Experimental Group vs. Control Group for One Class

	Conference			No Conference		
	Group			Group		
	1	2	3	1	2	3
1--Always 2--Sometimes 3--Never						
I Emotional						
Adjusts easily	8	4	0	4	4	5
Accepts Authority	10	2	0	5	4	4
Good Self Image	10	2	0	4	7	2
Happy Attitude	9	3	0	4	5	4
Participation	9	3	0	3	5	5
Shares Teacher Time	8	4	0	4	6	3
Carries Responsibility	10	2	0			
Makes and keeps Friends	6	5	1	2	7	4
II Physical						
Adequate sleep and rest	8	4	0	3	4	6
Problems cared for	10	2	0	4	3	6
III Scholastic						
Completes work	7	5	0	4	2	7
Cooperates	12	1	0	6	7	0
Eager to learn	11	1	0	4	8	2

RESULTS OF PROGRAMMED LEARNING PROJECT

I. Fourth Grade		Number of Students	Post-Test (Adjusted for Pre-Test and IQ)
A. Subject - Atmosphere			
<u>Control</u>			
1. Timpanogos		31	15.1
2. Peteetneet		29	15.7
3. Brookside		29	14.3
	TOTAL	89	MEAN 15.01
<u>Experimental</u>			
1. Jefferson		31	17.5
2. Taylor		27	13.2
3. Timpanogos		31	13.7
	TOTAL	89	MEAN 14.9
(F < 1.00, control-experimental difference not significant)			
B. Biogeography			
<u>Control</u>			
1. Taylor		32	42.9
2. Maeser		27	50.4
3. Timpanogos		30	47.3
	TOTAL	89	MEAN 46.6
<u>Experimental</u>			
1. Timpanogos		32	37.1
2. Maeser		22	57.7
3. Peteetneet		29	44.3
4. Brookside		31	53.7
	TOTAL	114	MEAN 47.4

(F < 1.00, control-experimental difference not significant)

C. Solar System

Control

1. Brookside	25	18.4
TOTAL	25	MEAN 18.4

Experimental

1. Jefferson	30	15.7
2. Peteetneet	29	16.5
TOTAL	59	MEAN 16.1

(F = 9.97, control-experimental difference significant at .01 level)

D. Weather and Climate

Control

1. Maeser	8	18.9
2. Jefferson	29	22.5
TOTAL	37	MEAN 21.8

Experimental

1. Brookside	30	19.2
TOTAL	30	MEAN 19.2

(F = 68.6, control-experimental difference significant at .001 level)

II. Sixth Grade

A. Decimals I

Control

1. Central	31	38.7
2. Brookside	29	23.2
TOTAL	60	MEAN 31.2

Experimental

1. Sage Creek	29	24.2
2. Westside	25	27.1
3. Franklin	22	19.1
4. Central	30	29.4
TOTAL	106	MEAN 25.3

(F = 23.4, control-experimental difference significant at .001 level)

B. Fractions I

Control

1. Taylor	32	8.2
2. Franklin	53	10.4
TOTAL	85	MEAN 9.6

Experimental

1. Westside	26	12.1
2. Franklin	55	13.7
3. Sage Creek	28	11.1
TOTAL	109	MEAN 12.6

(F < 1.00, control-experimental difference not significant)

C. Fractions II

Control

1. Central	28	18.9
2. Sage Creek	27	18.3
3. Westside	26	12.5
4. Franklin	43	13.5
TOTAL	124	MEAN 15.6

Experimental

1. Brookside	28	13.9
2. Taylor	30	15.3

3. Franklin	13	15.1
4. Central	29	19.5
TOTAL	100	MEAN 16.1

(F 1.00, control-experimental difference not significant)

III. Seventh Grade

A. English

Control

1. Central	23	155.2
2. Farrer	27	160.9
3. Dixon	30	146.5
TOTAL	80	MEAN 153.9

Experimental

1. Central	23	171.6
2. Farrer	29	167.6
3. Dixon	27	146.8
TOTAL	79	MEAN 161.6

(F < 1.00, control-experimental difference not significant)

IV. Twelfth

A. Literature

Control

1. Spanish Fork	16	29.2
2. Provo High	56	24.4
TOTAL	72	MEAN 25.5

Experimental

1. Spanish Fork	57	28.1
2. Provo High	33	29.1
TOTAL	90	MEAN 28.5

(F < 1.00, control-experimental difference not significant)

EDUCATIONAL SKILL TAPE RECORDINGS--ECHO TAPES

Purpose: The purpose of the Echo Tapes is to better program to meet needs of children with difficulties in speed and effluency in reading. In addition, comprehension skills and interest in reading is a prime concern.

Procedure: The reading section of the Iowa Test of Basic Skills, the Scott-Foresman Reading Inventory Test, and the teacher's recommendation was used to note weaknesses in the reading area. A total of 19 students, 11 boys and 8 girls, from two fifth grades at the Rock Canyon School were selected to participate because of their apparent need. A procedure was developed to tape record the following texts: Open Highways, book 4, 5, and 6, Cavalcades, New Roads to Follow, New Trails, and New Horizons.

Those students needing assistance in skill development listen to the tapes on individual ear phones. The first recording is done at a moderate reading pace. The student follows the text silently while listening to the taped recording. The second time through the child is instructed to read aloud with the tape. A third reading is available on shorter stories where the child is instructed to read the text aloud with the speed of the taped reading accelerated. The student usually listens to one story a day during the reading period.

The students voices are recorded once each month reading a paragraph that is unfamiliar to them. A teacher-student evaluation is made by listening to the previous months record-

ings and comparing it with the current reading. An additional evaluation will be made at the end of the year by testing the students with a different form of the pre-test and noting growth through statistical means. The teachers empirical re-assessment of growth will also be considered.

Results and Discussion:

1. The tapes have seemingly stimulated a greater interest in reading among participating students.
2. A faster reading rate for some of the students has been affected, while others remain initially the same.
3. Impressions at this stage seem to indicate that the greatest change to students resulting is a fluency, smoothness, and faster reading rate.
4. Those students showing little progress seem to need a more effective attention sustaining device.